



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

17650 North 54th Street, Scottsdale, AZ 85254

Paradise Valley Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Excelling  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Steven W. Bursi  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-6  
Web Address : coppercanyon.pvusd.k12.az.us  
Phone Number : (602) 493-6310  
Fax Number : (602) 493-6316  
E-mail : sbursi@pvschools.net

### Mission

CCES is committed to helping parents raise productive, caring and responsible citizens who value themselves, respect others, and take responsibility for their own actions. To do so, we use the State Standards and a great deal of love.

### School / Academic Goals

- ü Literacy: Incorporate the Accelerated Reader Program in grades K-6.
- ü Align the School Report Card with the State Standards.
- ü Utilize technology in the everyday life of the students.
- ü Differentiated Instruction

### Enrollment

October 1, 2005 School Year Student Enrollment : 731  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 271

## Instructional Programs

- ü The Accelerated Reader Program
- ü Hands-on Learning Experiences
- ü Cooperative Learning
- ü Authentic Student Assessment
- ü Honors Classes Grades 3 - 6
- ü 'The Great Classics' Reading Program
- ü The Writing Tutorial Program
- ü Thinking Maps

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Copper Canyon will: Provide students with a safe learning environment; set high expectations; create opportunities for family involvement; maintain ongoing communication regarding student progress.

### Parents

Parents will need to: Support school goals, policies and procedures; monitor attendance and learning; attend conferences and special activities; communicate with teachers; participate in PTA and family learning activities.

## Transportation Policy

PVUSD provides buses for Kindergartners living more than 1/2 mile, and 1st through 6th living more than one mile, from school. Open enrollment students supply their own transportation. Special Education students are accommodated according to their IEPs.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Wal-Mart Teacher of the Year Award - Mary Ann Holtzen	2005
ü 1st Grade Library Participation	2004
ü PTA Golden Oak Award - Honorable Mention	2003
ü District Spelling Bee Runner-Up	2002

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2516	80010	100	99	99	486	464	447	NA	7	10	3	13	18	57	51	53	40	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1236	38935	100	100	99	484	462	447	NA	7	9	3	13	19	57	54	55	40	27	17
Male	47	1279	40974	100	98	98	489	465	448	NA	7	11	2	13	18	57	48	52	40	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	96	1762	35142	100	99	99	487	475	465	NA	3	5	3	9	11	56	52	56	41	36	28
Students with Disabilities	17	347	10161	100	93	93	461	440	419	NA	16	28	12	28	28	71	39	36	18	17	8
Students without Disabilities	88	2169	69849	100	100	100	491	467	451	NA	5	7	1	11	17	55	53	56	44	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	103	1917	40981	100	99	100	487	472	462	NA	5	6	3	10	13	56	50	54	41	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2495	79438	100	98	98	495	466	451	NA	7	9	4	15	24	65	60	56	31	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1227	38775	100	99	99	497	471	457	NA	6	7	3	14	22	62	60	58	34	20	13
Male	47	1267	40560	100	97	97	493	462	446	NA	9	12	4	16	25	68	61	54	28	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	96	1748	34887	100	98	98	495	479	471	NA	3	4	4	11	15	66	65	63	30	22	18
Students with Disabilities	17	329	9588	100	88	88	471	438	416	NA	20	30	12	29	32	76	41	34	12	10	5
Students without Disabilities	88	2166	69850	100	100	100	500	470	456	NA	5	7	2	13	23	63	63	59	35	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	103	1907	40753	100	99	99	496	475	467	NA	5	5	4	12	16	64	63	62	32	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	2525	79971	100	99	99	456	446	423	NA	4	8	29	27	41	69	63	49	3	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1240	38974	100	100	99	465	459	437	NA	2	5	24	21	33	72	68	57	3	9	4
Male	47	1284	40895	100	99	98	446	433	410	NA	6	10	34	33	47	64	58	41	2	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	96	1773	35150	100	99	99	458	457	437	NA	2	5	27	23	35	70	69	56	3	7	5
Students with Disabilities	17	361	10258	100	97	94	445	408	377	NA	13	23	35	42	51	59	43	25	6	2	1
Students without Disabilities	88	2164	69713	100	100	100	459	451	429	NA	3	5	27	25	39	70	66	52	2	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	103	1923	40977	100	99	100	457	455	437	NA	3	5	28	22	34	69	68	56	3	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2517	80147	100	99	99	530	502	482	2	7	11	2	10	17	36	46	49	60	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1217	39281	100	99	99	524	503	483	NA	6	9	4	11	17	42	45	50	55	38	24
Male	52	1297	40780	100	99	98	536	502	482	4	7	12	NA	9	17	31	47	48	65	37	24
African American	--	87	4249	--	98	99	--	475	464	--	13	17	--	16	22	--	56	48	--	15	13
Hispanic	NC	554	33494	NC	98	99	NC	470	466	NC	16	15	NC	20	23	NC	45	49	NC	19	14
Asian/Pacific Islander	NC	79	2103	NC	100	99	NC	525	515	NC	1	4	NC	3	8	NC	51	44	NC	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	101	1761	36122	100	99	99	531	514	501	2	3	5	2	6	10	35	46	50	61	45	35
Students with Disabilities	12	375	10295	100	95	92	490	461	443	17	24	33	8	20	26	42	40	33	33	16	8
Students without Disabilities	95	2142	69852	100	100	100	535	509	488	NA	4	7	1	8	16	36	47	51	63	41	26
Limited English Proficient Students	NC	198	12722	NC	98	97	NC	428	441	NC	37	27	NC	32	33	NC	29	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	610	38371	NC	97	97	NC	470	465	NC	15	15	NC	19	23	NC	50	49	NC	16	13
Non-Economically Disadvantaged	103	1907	41776	100	100	100	531	513	498	2	4	6	2	7	11	35	45	49	61	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2496	79686	100	98	98	521	488	470	NA	7	11	2	14	24	68	63	57	30	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1211	39163	100	99	99	518	494	475	NA	6	9	NA	12	22	69	63	60	31	19	10
Male	52	1282	40438	100	97	97	524	483	465	NA	9	13	4	16	25	67	63	54	29	12	7
African American	--	86	4228	--	97	98	--	470	458	--	13	15	--	17	28	--	58	53	--	12	4
Hispanic	NC	549	33299	NC	97	98	NC	452	452	NC	22	17	NC	28	32	NC	45	47	NC	5	3
Asian/Pacific Islander	NC	79	2097	NC	100	99	NC	505	490	NC	NA	5	NC	5	13	NC	81	68	NC	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	101	1746	35914	100	98	98	522	500	489	NA	3	5	2	9	15	66	68	67	32	19	14
Students with Disabilities	12	353	9808	100	89	87	502	451	432	NA	25	35	8	27	32	75	42	30	17	6	3
Students without Disabilities	95	2143	69878	100	100	100	524	494	475	NA	4	8	1	12	23	67	67	61	32	17	9
Limited English Proficient Students	NC	195	12594	NC	97	96	NC	408	422	NC	51	34	NC	36	45	NC	12	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	601	38095	NC	96	97	NC	454	452	NC	19	17	NC	26	32	NC	50	48	NC	5	3
Non-Economically Disadvantaged	103	1895	41591	100	99	99	522	499	486	NA	4	6	2	10	16	68	67	65	30	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2507	80372	100	99	99	528	500	475	NA	3	4	3	16	30	89	75	64	8	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	55	1217	39452	100	99	99	528	511	488	NA	2	3	4	11	22	91	79	72	5	9	3
Male	52	1287	40836	100	98	98	527	490	464	NA	3	6	2	21	37	87	72	56	12	4	1
African American	--	87	4264	--	98	99	--	495	465	--	2	5	--	18	35	--	77	59	--	2	1
Hispanic	NC	551	33608	NC	98	99	NC	467	462	NC	7	6	NC	30	36	NC	62	57	NC	1	1
Asian/Pacific Islander	NC	79	2098	NC	100	99	NC	520	500	NC	NA	2	NC	8	16	NC	80	75	NC	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	101	1754	36213	100	99	99	528	510	489	NA	1	2	3	12	22	89	79	72	8	8	3
Students with Disabilities	12	370	10526	100	94	94	499	455	427	NA	9	15	17	43	53	75	46	31	8	1	1
Students without Disabilities	95	2137	69846	100	100	100	531	508	482	NA	1	3	1	12	26	91	80	69	8	7	2
Limited English Proficient Students	NC	193	12747	NC	96	97	NC	416	432	NC	17	12	NC	53	52	NC	31	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	608	38521	NC	97	98	NC	468	461	NC	7	6	NC	31	38	NC	61	55	NC	2	1
Non-Economically Disadvantaged	103	1899	41851	100	99	100	528	511	489	NA	1	3	3	12	22	88	80	72	9	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2706	79306	100	99	99	549	519	504	NA	8	13	8	15	20	50	50	49	42	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1326	38845	100	99	99	553	519	505	NA	7	11	6	16	20	47	52	50	47	25	18
Male	51	1379	40383	100	99	98	546	520	504	NA	9	14	10	15	19	53	49	47	37	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	NC	75	2147	NC	99	99	NC	538	539	NC	1	5	NC	11	10	NC	52	46	NC	36	40
American Indian/Alaskan Native	--	35	4034	--	100	97	--	500	479	--	11	22	--	29	29	--	49	43	--	11	7
White	93	1893	36234	100	99	99	550	531	523	NA	5	6	6	10	13	53	53	52	41	33	28
Students with Disabilities	11	358	10286	100	95	91	503	477	462	NA	32	41	27	23	27	55	37	27	18	9	5
Students without Disabilities	93	2348	69020	100	100	100	555	525	510	NA	4	9	5	14	18	49	52	52	45	29	21
Limited English Proficient Students	--	182	10291	--	99	96	--	450	458	--	45	38	--	38	34	--	16	26	--	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	101	1997	41869	100	100	100	551	530	521	NA	5	7	7	11	14	50	52	51	43	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2702	79000	100	99	98	517	503	489	2	7	10	8	17	24	78	63	58	13	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1321	38774	100	99	99	527	510	494	2	5	7	8	15	22	70	64	61	21	16	10
Male	51	1380	40150	100	99	98	506	497	485	2	9	12	8	18	25	86	62	55	4	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	NC	75	2142	NC	99	99	NC	514	510	NC	4	4	NC	15	14	NC	63	67	NC	19	16
American Indian/Alaskan Native	--	35	4016	--	100	96	--	480	467	--	9	14	--	29	37	--	57	46	--	6	2
White	93	1888	36135	100	99	98	516	515	508	2	4	4	9	10	14	77	68	67	12	18	15
Students with Disabilities	11	352	9991	100	94	88	487	464	449	9	25	33	18	29	36	64	41	29	9	5	2
Students without Disabilities	93	2350	69009	100	100	100	520	509	495	1	4	6	6	15	22	80	66	62	13	15	10
Limited English Proficient Students	--	182	10199	--	99	95	--	426	439	--	55	35	--	34	47	--	10	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	101	1994	41766	100	99	99	517	513	505	2	4	5	8	11	16	77	67	65	13	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2704	79611	100	99	99	532	516	496	1	4	7	17	24	37	80	70	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	1330	39016	100	100	99	543	529	511	NA	3	4	9	17	29	89	77	66	2	3	1
Male	51	1373	40519	100	99	98	521	505	482	2	6	10	25	31	44	71	62	46	2	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	NC	76	2149	NC	100	100	NC	529	519	NC	4	4	NC	16	24	NC	75	70	NC	5	2
American Indian/Alaskan Native	--	35	3992	--	100	96	--	502	478	--	3	10	--	31	46	--	66	44	--	NA	0
White	93	1892	36380	100	99	99	531	526	511	1	3	4	16	20	30	82	75	65	1	2	1
Students with Disabilities	11	359	10664	100	96	94	497	463	440	9	18	23	36	45	54	55	35	22	NA	2	1
Students without Disabilities	93	2345	68947	100	100	100	537	524	504	NA	2	4	15	21	34	83	75	61	2	2	1
Limited English Proficient Students	--	181	10362	--	99	97	--	425	438	--	24	22	--	62	57	--	14	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	101	1998	41985	100	100	100	534	526	511	1	3	4	16	19	30	81	76	65	2	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2629	79327	99	99	98	565	535	518	2	10	19	6	15	20	50	52	46	42	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1291	38961	100	99	98	570	538	520	NA	9	16	4	15	20	54	54	48	42	23	16
Male	57	1337	40295	98	99	97	561	533	516	4	12	21	7	15	19	47	51	44	42	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	96	1879	36373	100	99	98	567	545	538	2	6	10	5	12	14	50	55	52	43	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	98	2286	70006	100	100	100	567	543	524	2	6	14	5	13	19	49	56	49	44	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	618	37097	NC	98	97	NC	504	498	NC	21	27	NC	24	25	NC	48	41	NC	7	7
Non-Economically Disadvantaged	105	2011	42230	99	99	99	567	545	535	2	7	11	5	12	15	50	53	50	43	27	24

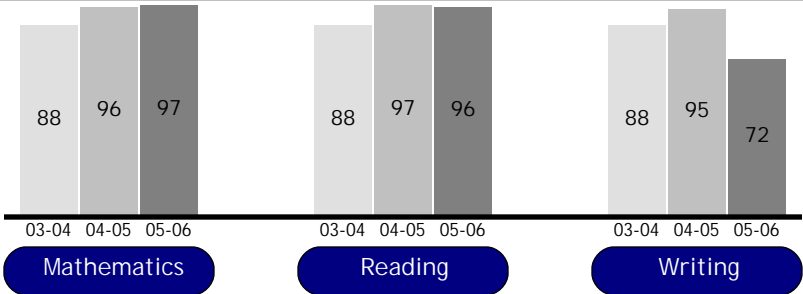
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2634	79501	99	99	98	537	513	497	NA	6	10	4	17	25	81	70	60	15	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1296	39062	100	100	99	547	519	502	NA	4	8	2	15	23	74	72	64	24	10	5
Male	57	1337	40368	98	99	98	529	507	491	NA	8	13	5	19	27	88	69	57	7	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	96	1885	36446	100	100	99	538	522	516	NA	3	4	2	12	15	84	76	73	14	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	98	2285	70090	100	100	100	539	519	502	NA	3	7	3	14	24	82	75	65	15	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	620	37183	NC	99	97	NC	485	479	NC	14	16	NC	29	34	NC	55	49	NC	2	1
Non-Economically Disadvantaged	105	2014	42318	99	100	99	538	521	513	NA	3	5	4	13	17	81	75	70	15	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	2642	80000	99	100	99	593	587	564	NA	1	3	7	6	11	68	74	75	25	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1295	39288	100	100	99	611	602	579	NA	1	2	4	3	6	58	71	77	38	26	16
Male	57	1346	40644	98	100	98	578	572	549	NA	2	4	9	9	15	77	78	74	14	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	96	1886	36602	100	100	99	591	594	579	NA	1	2	7	5	7	69	73	75	24	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	98	2285	70081	100	100	100	595	594	571	NA	1	2	5	3	7	69	75	79	26	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	620	37534	NC	99	98	NC	561	547	NC	2	4	NC	11	15	NC	80	76	NC	6	5
Non-Economically Disadvantaged	105	2022	42466	99	100	100	596	594	578	NA	1	2	5	4	7	70	73	75	26	22	16

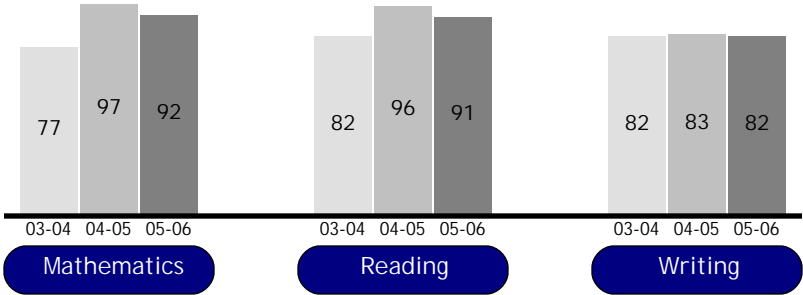
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	77	NA	58	98	73	55	47	100	73	56	46
	Language	98	75	59	50	98	71	55	47	100	73	58	48
	Mathematics	98	79	68	64	98	74	56	50	100	78	58	52
3	Reading	96	74	NA	55	100	70	56	44	100	75	61	46
	Language	97	74	69	61	100	69	55	44	100	72	58	46
	Mathematics	96	80	69	61	100	70	60	51	100	76	63	52
4	Reading	97	84	NA	56	100	70	58	48	100	82	65	52
	Language	97	76	63	52	100	66	57	49	100	79	65	52
	Mathematics	97	84	72	61	100	69	61	53	100	80	70	58
5	Reading	100	81	NA	55	99	73	58	50	100	78	65	56
	Language	99	74	60	49	99	71	59	50	100	73	65	54
	Mathematics	100	87	72	63	99	74	57	49	100	75	63	52
6	Reading	99	80	NA	56	100	76	61	51	99	80	67	56
	Language	99	74	61	48	100	73	57	47	99	76	61	50
	Mathematics	99	87	76	66	100	78	62	52	99	82	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Copper Canyon Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Improvement Planning
- Ü Oversight of School Goals
- Ü Safety/Well-Being Issues
- Ü Parent/Educator Relations
- Ü Community Relations
- Ü Tax Credit Planning

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	38.50
Other Professional Staff	2.90	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	2	0	0
10 or more years	0	31	2	2

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	47
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Center/Multimedia Library
- Ü Publishing Lab
- Ü Science Lab
- Ü AR Testing Center

### Extracurricular Activities

- Ü Choir
- Ü Coyote Patrol
- Ü Band/Orchestra
- Ü Chess Club
- Ü Student Council
- Ü Yearbook Club
- Ü Drama
- Ü Keyboarding Club

### Social Services

- Ü Before/After School Child Care
- Ü Tobacco and Drug Prevention Programs
- Ü Summer/Holiday Child Care
- Ü Health Services
- Ü Lunch Program

## Indicators of Success Based on Historical Data from 2005-06

### School Achievements/Accomplishments 2005-06

- ü Copper Canyon continues to implement the Accelerated Reader Program and the Star Reading Inventory. These programs will allow CCES staff and parents an ongoing record of the student's reading level and which books the student has read.
- ü Every student who attends Copper Canyon will have a lifelong treasure in the form of a published book. This is made possible because of our very supportive PTA/School sponsored Publishing Lab.
- ü Copper Canyon received the status of "Excelling" by the ADE and continues to strive for excellence in every aspect of our student's educations.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	95	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Expectations are clear and often repeated. Undesirable behaviors are monitored, reported and disciplinary action is taken when warranted. Safety meetings, Crisis meetings, monthly fire drills, as well as Bike Rodeos and lock-down drills are conducted.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Steven Bursi, Principal	(602) 493-6310
Transportation Policy	Doug Curry, Director	(602) 493-6320
Community Resources	Debbie West, RN	(602) 493-6313
School Nutrition Programs	Kathy Glindmeier, Director	(602) 493-6330
Parent Organization	Lori Ziegenbien, President	(602) 595-5115
Student Health/Nurse	Debbie West, RN	(602) 493-6313

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.